

## Spelling Shed

### Year 5 - Overview of Lessons



	<b>Overview of Spelling Rule</b>	<b>Spelling Word List</b>
<b>Lesson 1</b>	Words ending in '-ious.'	<i>ambitious infectious fictitious nutritious repetitious amphibious curious devious notorious obvious</i>
<b>Lesson 2</b>	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious'	<i>delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious</i>
<b>Lesson 3</b>	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.	<i>official special artificial crucial judicial beneficial facial glacial especially multiracial</i>
<b>Lesson 4</b>	Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.	<i>potential essential substantial influential residential confidential impartial preferential torrential circumstantial</i>
<b>Lesson 5</b>	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.	<i>financial commercial provincial initial spatial palatial controversial initially controversially financially</i>
<b>Lesson 6</b>	Challenge Words	<i>appreciate cemetery conscious convenience environment immediately language sufficient thorough vegetable</i>
<b>Lesson 7</b>	Words ending in '-ant'. '-ant' Is used if there is an 'a' or 'ay' sound in the right place.	<i>abundant brilliant constant distant dominant elegant fragrant ignorant tolerant vacant</i>
<b>Lesson 8</b>	Words ending in '-ance'. '-ance' Is used if there is an 'a' or 'ay' sound in the right place.	<i>abundance brilliance elegance extravagance tolerance hesitancy relevancy vacancy dominancy abundancy</i>
<b>Lesson 9</b>	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.	<i>innocence decent frequent emergent confidence competence transparent eloquence violent intelligence</i>
<b>Lesson 10</b>	Words ending in -able and -ible. -able is used where there is a related word ending -ation.	<i>dependable comfortable understandable reasonable enjoyable reliable possible horrible terrible incredible</i>
<b>Lesson 11</b>	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably.	<i>reliably dependably comfortably possibly horribly terribly visibly incredibly sensibly legibly</i>
<b>Lesson 12</b>	Challenge Words	<i>accommodate available controversy dictionary marvellous opportunity secretary sincerely suggest twelfth</i>
<b>Lesson 13</b>	Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap	<i>changeable noticeable manageable agreeable knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable</i>
<b>Lesson 14</b>	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	<i>afterwards immediately earlier eventually previously finally recently yesterday tomorrow whilst</i>

## Spelling Shed

### Year 5 - Overview of Lessons



<b>Lesson 15</b>	Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed, then the r isn't doubled.	<i>referring preferred transferring reference referee preference transference difference inference conferring</i>
<b>Lesson 16</b>	Words with 'silent' letters at the start.	<i>knight wreckage writer knowledge knuckle wreath pterodactyl mnemonic wrestler knife</i>
<b>Lesson 17</b>	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).	<i>doubt island lamb solemn thistle autumn build receipt ascend disciple</i>
<b>Lesson 18</b>	Challenge Words	<i>amateur ancient awkward criticise excellent foreign pronunciation symbol yacht equipment</i>
<b>Lesson 19</b>	Words spelled with 'ie' after c	<i>ancient science species efficient deficient glacier scientists sufficient emergencies inefficient</i>
<b>Lesson 20</b>	Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ however there are exceptions	<i>deceive conceive receive perceive receipt protein caffeine seize either neither</i>
<b>Lesson 21</b>	Words containing the letter string 'ough' where the sound is /aw/.	<i>bought fought thought ought sought nought brought wrought afterthought thoughtfulness</i>
<b>Lesson 22</b>	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.	<i>though although dough doughnut rough enough tough plough bough toughen</i>
<b>Lesson 23</b>	Language of possibility (modal verbs). These words show the possibility that something has of occurring.	<i>definitely possibly probably frequently infrequently occasionally rarely certainly obviously often</i>
<b>Lesson 24</b>	Challenge Words	<i>accompany communicate conscience desperate disastrous interfere nuisance queue restaurant rhythm</i>
<b>Lesson 25</b>	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	<i>advice advise device devise licence license practice practise prophecy prophesy</i>
<b>Lesson 26</b>	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	<i>aisle isle aloud allowed altar alter ascent assent farther father</i>
<b>Lesson 27</b>	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	<i>guessed guest heard herd morning mourning past passed bridal bridle</i>
<b>Lesson 28</b>	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	<i>cereal serial complement compliment principal principle stationary stationery wary weary</i>
<b>Lesson 29</b>	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	<i>affect effect precede proceed draft draught dessert desert whose who's</i>

## Spelling Shed

### Year 5 - Overview of Lessons



<b>Lesson 30</b>	Challenge Words	<i>achieve apparent bargain bruise community mischievous muscle necessary vehicle system</i>
<b>Lesson 31</b>	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one	<i>co-ordinate co-operate co-own co-author re-enter re-examine re-evaluate re-educate re-explain re-energise</i>
<b>Lesson 32</b>	Challenge Words	<i>immediate sincere changeable afterwards referring knight doubt amateur ancient deceive</i>
<b>Lesson 33</b>	Revision – spelling rules we have learned in Stage 5	<i>bought though definitely accompany advice aisle guessed cereal affect achieve</i>
<b>Lesson 34</b>	Revision – spelling rules we have learned in Stage 5	<i>fictitious conscious constant elegance frequent understandable comfortably controversy manageable earlier</i>
<b>Lesson 35</b>	Revision – spelling rules we have learned in Stage 5	<i>transferring writer ascend awkward species receive thought dough probably conscience</i>
<b>Lesson 36</b>	Revision – spelling rules we have learned in Stage 5	<i>device aloud heard complement precede community principle muscle desert stationary</i>